



School of Humanities and Languages

LING5015, Discourse Analysis Semester 1, 2014

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1. Course Staff and Contact Details

Course Convenor			
Name	Dr Anikó Hatoss	Room	Morven Brown 220
Phone	93858340	Email	a.hatoss@unsw.edu.au
Consultation Time	Wednesdays and Thursdays 2pm-3pm		

2. Course Details

Units of Credit (UoC)	6		
Course Description	<p>This course introduces the main and most widely used approaches to discourse analysis. It aims to develop learners' critical thinking about how discourses are used in context and how they reflect and shape our world. The course draws upon students' prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken texts. Students have the opportunity to apply theories and their analytical skills in a wide range of contexts and text types. The course is designed to suit the needs of learners from a broad range of disciplinary areas including linguistics, applied linguistics, TESOL and social sciences.</p>		
Course Aims	1.	This course aims to introduce discourse analysis as a method of text analysis and a research enquiry in language teaching and other contexts relevant to applied linguistics and social sciences.	
	2.	This course aims to introduce learners to practical applications of discourse analysis techniques to real world situations in the field of applied linguistics. Students will explore a broad range of text types (such as academic discourse, newspaper articles, blogs, and conversations).	
Student Learning Outcomes	Upon successful completion of the course students will:		
	1.	Gain a theoretical grounding in the field of discourse studies/analysis which will enable them to analyse written and spoken text for various teaching and research related purposes;	
	2.	Demonstrate an awareness of text features which are necessary for building cohesion and coherence;	
	3.	Explore features of unplanned conversational discourse;	
	4.	Identify characteristic features of longer texts, genres, registers and the rhetorical devices used in planned discourse	
	5.	Critically reflect on the applicability of discourse analysis in language teaching contexts.	
Graduate Attributes	1.	Upon successful completion of the course students will develop the following attributes:	
		the skills involved in scholarly enquiry in linguistics	
	2.	the capacity for analytical and critical thinking and for creative problem-solving in linguistics	
	3.	the skills of effective communication	
	4.	the ability to engage in independent and reflective learning	

Learning and Teaching Rationale

The content was carefully selected to cover all major trends in discourse analysis. However, this means that the various approaches are not explored in depth. The aim is to give an introduction to each approach so that students can select the best approach for their research purposes.

3. Teaching Strategies

Classes will run for 2 hours face-to-face in a workshop format. The teaching strategy is to combine the theoretical grounding with practical applications. Most of the time will be allocated to group discussions based on the pre-set discussion questions and exercises as outlined in the course schedule. Lecture time will be limited for clarification of concepts. Students are required to prepare their answers to the exercises and actively take part in class discussion. For the project assignment students will carry out their individual study of discourse analysis on spoken or written forms of discourse.

4. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Short essay	2500 words	40%	1,2,3	1,2	7 April
Project	3000 words	50%	1,2,3	1,2	23 May
Presentation	10 min	10%	1,2,3	1,2,3,4	Class roster

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

5. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

6. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

7. Course schedule

Week Commencing:	Topic	Discussion questions and Exercises	Readings
3 March	What is discourse analysis?	1.4 discussion Exc. 1.5	Textbook Chapter 1 * Fairclough (1985) Critical and descriptive goals. <i>Journal of Pragmatics</i> 9: 739-763. * Lazaraton (2002) Quantitative and qualitative approaches to discourse analysis. <i>Annual Review of Applied Linguistics</i> 22, 32-51.
10 March	Doing discourse analysis	10.13	Textbook Chapter 10 * Smart (2008) Ethnographic-based Discourse analysis.Ch 4 in Bhatia et al. * Othman (2010) The use of okay, right and yeah in academic lectures. <i>Discourse Studies</i> 12:5.

17 March	Discourse and society	2.6, 2.7,2.8,2.9	Textbook Chapter 2 * Ochs (1996) Narrating the self. <i>Annual Review of Anthropology</i> 25:19-43. * Hatoss (2012) Where are you from? <i>Discourse and Society</i> 23:47.
24 March	Discourse and pragmatics	3.15, 3.16,	Textbook Chapter 3 * West and Trester (2013) Facework on Facebook. Chapter 8 in <i>Discourse 2.0 pp. 133-154.</i>
31 March	Discourse and genre	4.11,4.12,4.13	Textbook Chapter 4 * Biber & Conrad (2009) Chapter 2 * Nunan (1994) Exploring genre and register in English. <i>English Today</i> 24:2.
7 April	Discourse and conversation – conversation analysis	5.13,5.14,5.15	Textbook Chapter 5 * Nevile (2008) Chapter 3 in Bhatia et al. Overlapping talk in airpilots' work.
14 April	Discourse grammar	6.16,6.17,6.18	Textbook Chapter 6 * Biber & Conrad (2009) Chapter 3 * Li (2010) Transitivity and lexical cohesion. <i>Journal of Pragmatics</i> 42: 3444-3458.
5 May	Multimodal discourse analysis	8.7,8.8.8.9	Textbook Chapter 8 * Jewitt and Jones (2008) Multimodal discourse analysis. Ch 10 in Bhatia et al.
12 May	Critical discourse analysis	9.8,9.9,9.10	Textbook Chapter 9 * Van Dijk: On the analysis of parliamentary debates on immigration. See Van Dijk's homepage. * Van Dijk: The role of the media in the reproduction of racism. See Van Dijk's homepage. * Flowerdew (2008): Critical discourse analysis and strategies of resistance. Chapter

			13 in Bhatia et al.
19 May	Presentations		-
26 May	Presentations		-
2 June	Presentations		-

8. Course Resources

Textbook Details

Paltridge, Brian (2012). *Discourse analysis: An introduction*. 2nd edition. Bloomsbury: London/Sydney. Available from UNSW bookshop.

Journals

Discourse and Society
Discourse and communication
Discourse Processes
Discourse Studies

Additional Readings

Recommended sources:

- Widdowson, H. (2004) Text, context, pretext. *Critical Issues in Discourse Analysis*. Oxford: Blackwell Publishing (UNSW eBook)
- Biber, Douglas, and Susan Conrad. 2009. Register, Genre, and Style. Cambridge: Cambridge University Press. (UNSW eBook) <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://unsw.ebilib.com/patron/FullRecord.aspx?p=471982>.
- Bhatia, V.K., J. Flowerdew & R.H. Jones (2008) *Advances in discourse studies*. London/N.Y.: Routledge (UNSW eBook) <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://search.ebscohost.com.wwwproxy0.library.unsw.edu.au/login.aspx?direct=true&db=nlebk&AN=221034&site=ehost-live>
- Renkema, J. (2009) *Discourse of course: An overview of research in discourse studies*. Amsterdam/Philadelphia: John Benjamins (UNSW eBook) http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://search.ebscohost.com.wwwproxy0.library.unsw.edu.au/login.aspx?direct=true&db=nlebk&AN=283977&site=ehost-live&ebv=1&ppid=pp_I
- Renkema, J. (2004) *Introduction to Discourse Studies*. Amsterdam/Philadelphia: John Benjamins). (UNSW Main Library)
- Schiffrin, D. (1994) *Approaches to discourse*. Oxford: Blackwell.
- Tannen, D. & M. Trester (2013) *Discourse 2.0. Language and new media*. Georgetown University Press: Washington D.C.

Websites

Teun van Dijk <http://www.discourses.org/>
Gail Jefferson <http://www.liso.ucsb.edu/Jefferson/>
Charles Antaki <http://www-staff.lboro.ac.uk/~ssca1/intro1.htm>

9. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

I am pleased to share with you that in 2012 I received the Dean's Award for Excellence in Learning and Teaching and this achievement was based on my continuous innovation in my teaching and the serious consideration of the feedback that students provide.

Based on previous feedback I have redesigned the course to minimise the upfront lecture component which took a larger part of the delivery time in the past. Students have indicated their preference to spend the time on practical applications and discussions. I have also added a list of selected readings which provide a great range of example studies.

10. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:
<http://www.lc.unsw.edu.au>

11. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
<https://my.unsw.edu.au/student/atoz/Complaints.html>

12. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
<https://my.unsw.edu.au>
<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.